COURSE SYLLABUS
EDU 586
Mission of the University: In keeping with the Spalding University pioneer spirit of service and the tradition of collaborative commitment to the development of the total person, the College of Education has as its mission the preparation of educators who will possess intellectual understanding, holistic perspective, and professional skills to lead others to the maximum use of their potential for lifelong learning in multicultural society.

Course Title (Credit Hours)   Teaching English as a Second Language

Course Number(s)   EDU 586

College/School & Program   College of Education

Time(s) Location

Instructor

Office Hours   by app

Office Location

Contact Information   Office   Email:
    :

Course Description (3)Credit Hours (6)Hours – Field Experience Hours (if applicable)

   This course covers the theories of second language acquisition (SLA) and their connections to the practices of teaching English as a Second Language (TESL). Critical issues in second language acquisition -- such as age, affective domain, language transfer, language learning strategies, and communicative competence, examination of how sociocultural issues and their implications affect teaching ESL, as well as some hands-on classroom and outside projects and outside speaker presentations to enhance theoretical knowledge will be addressed.

Required Texts and Other Materials

Students are expected to have required text(s) at the first class session or documentation that the texts have been ordered. Required texts are expected at each session unless given different instructions by the instructor.

Echevarria,J., Vogt, M.E., & Short, D. (2010) *The SIOP Model for Teaching English -Language-Arts to English Learner*s Pearson

Diaz-Rico L., & Weed, K. (2010*) The Crosscultural, Language, and Academic Development Handbook*

A Complete K-12 Reference Guide Pearson

Herrera, S., & Murry, K., (2011) *Mastering ESL and Bilingual Methods: Differentiated Instruction for Culturally and Linguistically Devers (CLD) Students, 2/E* Parson

Boyle, O., & Peregoy, S., (2008) *Reading, Writing and Learning in ESL* Pearson

Required Email – Blackboard – LiveText

Students are required to use their Spalding University Email to correspond with instructors. Email and Blackboard may be accessed through the University Portal at https://my.spalding.edu   Students are required to use LiveText to submit projects and assignments.

Withdrawal Dates and Financial Aid Information

Specific withdrawal information is available from the office of the University Registrar. Please be sure to contact your University financial aid counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

Conceptual Framework - Professional Dispositions

The College of Education at Spalding University believes that educators are leaders. The • **Educator as Leader•**

model is characterized by a metaphor of an interlaced Celtic knot. The never ending strands represent the permanence and the continuum of teacher professional dispositions drawn from a knowledge-base aligned with national, state, and professional standards in support of student learning and development.

College of Education faculty and students are expected demonstrate the following professional dispositions:

- **Knowing**   demonstrate a continued devotion to acquiring knowledge about the content, pedagogy, and professional areas of teaching
- **Reflective**   analyze experiences and observations for personal and professional grown
- **Creative**   use open inquiry to develop innovate approaches
- **Caring**   show respect for self and others
- **Ethical**   act in accord with academic policies and professional codes of ethics
- **Spiritual**   act on the belief that each human being has infinite value

Learning Outcomes - Course Objectives

Students will become familiar
1. with theories of second language acquisition, and how they inform classroom implementation, course design and lesson planning;
2. with understanding sociocultural aspects of future students;
3. with hands-on practice in working with the refugee/immigrant population.
4. The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
5. The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
6. The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
8. The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
10. The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
11. The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
12. The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
13. The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Modes of Instruction

This class will utilize a Lecture/Discussion/Cooperative Learning/Technology- based format at the above mentioned meeting times and location. In addition, we will be using blackboard and email for turning in assignments and discussion topics.

Course Assignments, Assessments, & Grades

Attendance and Participation: 10%

      You are expected to attend each class session. If you have to be absent, contact me BEFORE the class. You will be expected to make up your absence with an additional assignment to be turned in at the following class.

Homework: 30%

      You will receive a grade for:
- Reflection papers - 3 will be assigned pertaining to issues brought up in class
- Lexicon - You will keep an on-going alphabetized lexicon of ESL vocabulary
  to be checked periodically
- Country Presentation - Using the information in Culturegrams, you will
  present a country profile
- Book Review - Using a specific format, you will present a review of an ESL
  text book for teachers

Field Experience: 20%

      You need to have 3 hours of tutoring with ESL students. These students are currently enrolled in after school programs.

Final Exam: 15%

Final Group Project: 25%

      This project will be the fruit of the knowledge and reflection about teaching ESL students gleaned in this class. The audience will be those busy teachers who

have ESL students in their classes, but know little about ESL methodology. It will be your legacy to future teachers.

This document should be reproducible. It must contain elements which illustrate your understanding about concepts which can help other teachers successfully relate to and helping ELLs to learn and thrive in our school system.

You can use drawings, tables, cartoons, pictures, stories, clip art, color, text - different sized fonts. It should be interesting, easy to read, filled with important information, tips, AND concepts.

I will reserve the right to reproduce it and let it be used in various JCPS professional development sessions if applicable.

Tentative Course Outline

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Week 1 :

Introductions, overview of course, ESL endorsement, textbooks review.

Textbook: Reading, Writing and Learning In ESL by S. Peregoy and O. Boyle

Chapter1: English Learners in School

Chapter 2: Second Language Acquisition

Week assignment: To BE Announced (TBA)

Week 2:

Textbooks: Mastering ESL and Bilingual Methods by S.Herrera and K. Murry

Chapter 1: Multidimensional Foundation of Methods for CLD Students

Chapter 2: Cognitive and Academic Dimensions of Methods for CLD Students

Chapter 3: Linguistic Dimension of Methods for CLD Students

Week Assignment: TBA

Week :3

Textbook: Reading, Writing, and Learning in ESL by S.Peregoy and O.Boyle

Chapter3: Classroom Practices for English Learner Instruction

Textbook: The SIOP Model for Teaching English-Language Learners to English Learners by J.Echevarria , D. Short and M.Vogt

Chapter 1- What is academic language

Chapter 2- SIOP Lesson Planning and Unit Design in the English-Language Arts

Week Assignment: TBA

Week 4:

Textbook: Reading, Writing, and Learning in ESL by S. Peregoy and O. Boyle

Chapter5: Emergent Literacy: English Learners Beginning to Write and Read

Textbook : The SIOP Model for teaching English –Language learners to English Lerners by J. Echevarria, D.Short and M.Vogt

Chapter 3&4 : Activities and Techniques for Planning SIOP Lessons in the English- Language Arts. Sample SIOP English-language Arts lessons and Units (Grades K-2)

Week Assignment: TBA

Week 5 :

Textbook: The Crosscultural, Language, and Academic Development Handbook

Chapter 4: Oracy and Literacy for English-Language Development

Chapter5: Content-Area Instruction

Textbook: The SIOP Model for Teaching English-Language Learners to English Learners by J. Echevarria ,D. Short and M. Vogt

Chapter 5 : Sample SIOP English-Language Arts Lessons and Units (Grades 3-8)

Week 6 :

Textbook: <u>Reading, Writing, and Learning in ESL</u> by S. Peregoy and O. Boyle

Chapter7: English Learners and Process Writing

Textbook: <u>Mastering ESL and Bilingual Methods</u> by S.Herrera and K.Murry

Chapter 5: A Framework of Accommodation Readiness

Chapter 6: Planning and Grounding Instructional Methodology

Week assignment: TBA

Week 7:

Textbook: <u>Mastering and Bilingual Methods</u> by S.Herrera and K. Murry

Chapter 7: The Integrated Content-Based Method of Instruction

Chapter 8: The Sheltered Method of Instruction

Textbook: <u>The SIOP Modeel for Teaching English-Leraners to English</u> <u>Learners</u> by

J. Echevarria, D. Short and M. Vogt

Chapter 6 : Sample SIOP English-Language Arts Lessons and Units (Grades 9-12)

Week assignment: TBA

Week 8:

Textbook: <u>Reading, Writing, and Learning in ESL by S. Peregoy and O. Boyle</u>

Chapter8: Reading and Literature Instruction for English Learners

Textbook: <u>The Crosscultural, Language, and Academic Development Handbook</u> by L.Diaz-Rico and K. Weed

Chapter 6: Theories and Methods of Bilingual Education

Chapter 9: The CALLA Method of Instruction

Week Assignment: TBA

<u>Week 9:</u>

Textbook: <u>Reading, Writing, and Learning ESL</u> by S. Peregoy and O.Boyle

Chapter 9& 10: Content Reading and Writing

Week assignment: TBA

<u>Week 10:</u>

Textbook: <u>Reading, Writing and Learning ESL</u> by S.Peregoy and O.Boyle

Chapter 11: Reading Assessment and Instruction

Textbook: <u>The Crosscultural, language, and Academic Development Handbook</u> by L. Diaz-Rico and K.Weed

Chapter 7: Language and Content – Area Assessment

Chapter8: Cultural Diversity

Week assignment: TBA

<u>Week 11:</u>

Textbook: <u>The Crosscultural Language, and Academic Development Handbook</u> by L. Diaz-Rico and K.Weed

Chapter 10: Culturally Responsive Schooling

Chapter12: Culturally and Linguistically Diverse Learners and Special Education

Final Exam

Academic Policy and Procedures
College of Education Policy – Plagiarism

The College of Education is committed to the highest ethical standards, which include academic integrity. Instances of plagiarism and other unethical behavior at the undergraduate level will be handled according to the policies and procedures found in the University Catalog. As graduate work is at a higher level of study than undergraduates, students who plagiarize in graduate programs are held to a higher standard of conduct.

Graduate students are expected to produce original work; turning in work produced by others is unacceptable.

A student who plagiarizes at this level receives an "F" for the assignment and the course, and is dismissed from the program.

Academic Integrity

Characteristics of academic integrity include fairness, respect for others, personal responsibility, and proper recognition and acknowledgement of resources used in all educational activities. In order for this diverse community of learners to fulfill its mission of shared exploration, creativity, and justice, all members must feel free to participate in an atmosphere of trust. A goal of the University is for the concept of integrity to become a habit of the mind and a reality in performance, enriching and guiding all members of the community. Members of the Spalding University community will demonstrate a high standard of integrity in all areas of academic work and university experiences. Faculty are held to high expectations of integrity through professional and disciplinary practices and through policies outlined in the Faculty and Employee Handbooks. In this same spirit, students who breach the University's Policy on Academic Integrity are subject to disciplinary action.

Students, faculty and staff have the duty to report any instance of academic dishonesty to the appropriate authority (i.e., faculty member, dean, chair, program director, etc.). Penalties for academic dishonesty may vary or be more stringent in particular academic units.

Definition of Academic Dishonesty

"**Academic dishonesty**" includes academic lying, stealing, or cheating for the purpose of affecting one's grade, course credit, or status, including but not limited to the following:

- Submitting another person's work as one's own and misrepresenting assigned work as the product of one's sole independent effort;

- Fabricating work and/or resources as authentic material;

- Submitting work for more than one course without the prior approval from each faculty member involved;

- Plagiarizing (i.e., using verbal, written, or visual representations of ideas, works, phrases, paragraphs, or entire documents by others as though the work were one's own); **NOTE:** This includes presentation handouts, PowerPoint presentations, etc.).

- Conducting research that does not comply with the established university policies (see the Policy on the Use of Human and Animal Subjects);

- Fabricating or falsifying data;

- Assisting student(s) in engaging in academic dishonesty;

- Using any unauthorized assistance in completing quizzes, tests, or examinations, or specific course assignments/projects;

- Acquiring, without permission, any academic evaluative or testing materials;

- Influencing or attempting to influence through the use of bribery, threats, or any other means of coercion, any Spalding University official, faculty member, graduate student, or employees responsible for processing grades, evaluating students, or maintaining records;

- Unethical activities related specifically to professional standards and practices (i.e., expectations regarding internships, externships, etc.). These violations are governed by individual school or program policies and guidelines and the **Policy on Professional Integrity** https://www.spalding.edu/catalog/catalog.asp?cat_

- id01=4301 for graduate students and students in professional education programs.

Procedures for instances of possible breach of academic integrity

https://www.spalding.edu/catalog/catalog.asp?cat_id01=3087

Student Appeal Procedures

https://www.spalding.edu/catalog/catalog.asp?cat_id01=4297